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Alternative choices for the deaf high school student

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***“Alternative Choices for the
Deaf High School Student”***

Master’s Project

**Submitted to the Faculty
Of the Master of Science Program in Secondary Education
Of Students who are Deaf or Hard of Hearing**

**National Technical Institute for the Deaf
ROCHESTER INSTITUTE OF TECHNOLOGY**

**By
Angela M. Laguardia**

**In Partial Fulfillment of the Requirements
For the Degree of Master of Science**

Rochester, New York

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**Approved: _____
(Project Advisor)**

(Second Project Advisor)

(Program Director)

SECTION I

ABSTRACT

As teachers of the Deaf, it is our responsibility to ensure that our students can succeed in their lives after high school. Today's world revolves around having a college education. But what happens to those who decide not to go down that path? They need to know what their alternatives are should they not attend college. To address those needs, a workshop will be developed to educate deaf high school students about what kinds of jobs are popular and what skills are needed to do those jobs. The workshop will take place once a week for five weeks. The workshop will empower the students by giving them the tools needed to find out more about themselves so when they search for a job, they know it will be a good match. Students will leave the workshop with a portfolio of materials that they will be able to refer back to when actually seeking employment.

SECTION II

INTRODUCTION

Project Overview

There are deaf students who will graduate from high school but will not be going on to attend colleges or universities. More often than not, those students have no knowledge as to how to look for a job or where to go to learn the necessary skills. Those students need to know what to do when looking for a job and how to train for the right job. By attending this workshop, the students will be able to determine how to identify jobs that will match their interests.

Importance of the Problem

As educators of the Deaf, we all have a responsibility to give deaf students the best education we can while they are in our programs and schools. Not only are we responsible for educating them while they are in our schools but once they graduate, the information they would have learned in school will stay with them and help them through life. This is why a program for those students who have alternative plans to college would be beneficial. They need to have resources to develop better decisions about what occupation would suit them best. The goal is for these students to become better educated about what jobs are available and the skills that are required for those jobs.

As previously stated, these students need knowledge regarding jobs in the “real world.” If these students do not have access to the information that will lead them to better lives, they will be left behind. The students need to know what kinds of jobs are available. Elizabeth O’Brien, in her dissertation regarding the career development of

adolescents, states “Adolescence is a time making decisions and choices regarding one’s future. The transition from a school to a work role involves a range of choices regarding various career options, social situations and economic goals that have life-long consequences. For disabled individuals, the transition is even more difficult due to limitations imposed by society’s perceptions of their disability and their own internalization of how that disability impacts on their aspirations.” (O’Brien, 1989)

Project Objectives

This project will be presented in a workshop format. There are several components to this workshop and it will take up over the course of five weeks. Meeting once a week for five weeks is the recommended time allowance. However, it is up to the presenter’s discretion how to utilize the time with the students. Several questions were used to address this workshop. They are as follows: When high school seniors graduate or leave and realize that they cannot attend college, what are their options? What kinds of jobs are available? What kinds of skills are necessary to succeed in those jobs? Where can these students go to find out more information about the job market? Throughout the workshop, the students will be able to answer those questions as they learn the answers and become aware of how to find a job that suits them.

Order of Presentation

This Master’s Project has several components. After a brief introduction to the project through describing the problem, a review of the literature will follow. This will further explain themes found across the research conducted for this Project. Next will be the formal basis for developing this workshop. The basis will include the target population, materials used through out the workshop as well as the evaluation tools used

towards the end of the workshop. The Discussion section follows next. Since the workshop had been developed by using a model business plan, there are questions listed that will help explain how the workshop will cater to the high school students. What follows next is the agenda for the workshop over the course of 5 weeks. The schedule is presented in its full form. A formal listing of the references follows the agenda should one be interested to seek the information used to provide basis for this workshop. Finally, in the appendices, there are materials that will be used through out the workshop by the students as well as the appointed person to give this workshop.

SECTION III

Literature Review

Introduction

There is a great wealth of information on the topic of post-secondary students and that the choices they have available to them. This Master's Project will focus on what is in the job market and how the students can obtain the necessary skills to get the jobs. The common themes discovered across the articles used in the research for this workshop are: *Need for Skilled Workers, Attitudes of Employers & Employees toward Deaf Workers, and Sensitivity to Deaf Culture.*

Need for Skilled Workers

The unemployment rate in the United States hit an all time low rate of 3.9% back in the early days of Spring, 2000. With the unemployment rate up to 4.1% now as summer continues, it still is a low rate. In the article, stated by Futurework, "Given their lower educational attainment rates, among other factors, persons with disabilities report lower rates of labor market activity." The same article also stated "Persons with moderate disabilities were nearly twice as likely to be looking for work or on layoff as people with no disabilities and those with severe disabilities were nearly three times as much." So, of the population seeking jobs, those with disabilities are at a greater disadvantage in obtaining employment.

In order to get employment, regardless of what his or her educational background may be, that person needs to have the appropriate skills to do the job. Since the United States employment rate is down, the need for skilled workers goes up. "Americans are

recognizing that education and skills will play an ever-more critical role in their labor market success – finding jobs, earning higher wages, weathering change, and retiring with a pension.” (Futurework) Of these Americans, those with disabilities have been proven to learn more and work harder at their jobs. United States President Bill Clinton had said “People with disabilities are increasingly a powerful presence in America, from our schools to our businesses to the halls of the government. ... President Roosevelt said, ‘No country, no matter how rich, can afford to waste its human resources.’” Having said that, more and more disabled Americans can go into the workforce with much more ease now in the year 2000 than they could fifty years ago. But there is still something blocking the access to the skills necessary to work. Not everyone has access to gaining new skills or updating them. Most of the responsibility of getting the skills is left up to the workers themselves, but the employer also should provide skills-training that would enhance and improve their business.

Of those people with disabilities, those with deafness faced obstacles in gaining employment way before they were eligible for labor. “Because the hearing-impaired student cannot gain career exposure, knowledge, and information in the same manner as the hearing student, career education programs must be developed that open up the potential of learning opportunities in the community and the home for the hearing-impaired student.” (O’Brien, 1989) With the lack of deaf awareness in certain areas, such as rural areas and schools, deaf students are not able to access the information about employment the same way that hearing students can.

Attitudes of Employers & Employees toward Deaf workers

Getting the job should put most people at ease. They got through what they thought would be the most difficult part in allowing the employer to let them work. This is not necessarily true, especially for those with disabilities seeking employment. With this particular group, it is as if not only their employers but also their fellow employees are constantly supervising them as well. From personal experience, I have seen friends who are deaf work harder at their jobs than most of their co-workers. I have also seen when a deaf person is talking (presumably with sign language), more often than not, the supervisor would call them on it. I have seen this happen on numerous occasions whereas the normal hearing worker would talk with fellow hearing workers and the supervisor does not address them. Based on personal accounts from a deaf couple, who wrote about their struggles to live and work during the Great Depression of the 1930's, the DiMarcos described how difficult it was to find a job and to maintain it. They would often apply for a job where other deaf co-workers worked. The couple did not have much of an education but they were able to find work. Why? The DiMarcos said, "Those who hire deaf workers know they'll get good workers – why? Because in having to work with their hands, they cannot communicate using sign language so they just focus on getting the work done." That is true, even to today. Most employers have the attitude that in hiring deaf employees, they'll know that work will get done. By the same token, employers limit their deaf employees. Giving them more of a manual type of job than anything else.

The American Annals for the Deaf article on this particular topic states that most negative attitudes shown towards deaf co-workers are based on "stereotypes and the lack

of educational opportunities to learn about deafness. The positive attitudes were based on personal contact, positive deaf and hard of hearing role models, education, deaf awareness programs, open-mindedness and a willingness to tolerate diversity on the part of hearing people.”

Alan Crammatte wrote a book titled “ Deaf Persons in Professional Employment.” Although it was written back in 1968, a lot of the information still remains true to this day. When the author surveyed a group of hearing employees about their attitudes towards the deaf co-worker, most of them said they enjoyed having him there because they knew he was a good and hard worker. There were a few employees who felt uncomfortable in working with the deaf co-worker. There were issues in communication that caused hostile attitudes from the hearing employees. For those who knew how to communicate with their deaf co-workers, communication was no longer an issue. Basically, all in all, for those hearing employees who worked with deaf co-workers, the majority of them felt there was no difficulty in working with them while the minority of hearing workers found it difficult to work with them.

Based on the dissertation that Elizabeth O’Brien wrote, she quoted V. Galloway who said, “The hearing-impaired individual is isolated from the environment, and from many normal and informal sources of information and career exposures. This isolation causes a breakdown in the acquisition and compilation of information which are important tasks in the career development process.” (O’Brien, 1989, p. 5)

Sensitivity to Deaf Culture

Since the American with Disabilities Act of 1990 (ADA) went into action, people with disabilities, especially those who are Deaf, employability became a little easier to

grasp. More and more Americans are becoming more accepting of the many disabilities that exist, one of them being deafness.

With the major help of the ADA, exposure to Deaf Culture is increasing. Television sets have closed-captioning in them, more and more movie theatres are including open-captioned films. Sign language interpreters are becoming a normal part of the scene. There are several role models that are deaf and break down those obstacles that lay between the hearing culture and the Deaf culture. More and more institutions of education are making it accessible for deaf students to enroll. Deaf Awareness days in Six Flags amusement parks across the United States has become a regular part of their schedule.

There is information available that would provide insight on how a deaf person lives, works, and communicates with everyone else. There is information provided in the appendix that will help employees and employers have a better understanding of what the deaf worker needs in order to perform their job effectively.

SECTION IV

Workshop Project

This workshop is geared toward high school students who plan to seek employment upon graduation. With this workshop, students will be better prepared and informed to succeed in obtaining employment.

Basis for Project

This proposal is for a program that will be presented in the form of a workshop to high school students involved in a deaf program either at a mainstreamed school or a residential school. It is specifically designed for students who will be seeking employment.

Audience

It is geared towards seniors in high school early in the school year, preferably in the fall of their senior year. This workshop is designed to be flexible. The audience is left up to the teacher or the faculty's discretion. Juniors, sophomores and even freshmen are welcomed to participate in the workshop.

Materials

The materials used in this workshop will consist of different mediums. First, the students will have two job-search booklets that work together. Then there will be handouts on different surveys to use on the job, and visual aides such as transparencies will be used throughout the workshop. There will also be a set of guidelines provided in the appendix. The guidelines can be used as a tool to facilitate communication between the employer and the employee.

Evaluation

The teachers and guidance counselors who observe and participate in this workshop will fill out an evaluation form. The students will also fill out an evaluation form and will have the opportunity to give feedback on what can be improved or changed in the workshop. Long-term effects should show how the students have obtained employment and received the appropriate training needed for those jobs.

Discussion

The workshop was developed using a format known as a Business Plan. The questions were used to develop a basis of the workshop.

What need will my service fill?

The workshop will educate deaf students regarding skills needed to obtain the job they want. It will show high school students that they can still lead productive and successful lives without college. A good life does not depend on a college education but people need to have the necessary skills to do their jobs effectively. The current unemployment rate is very low. As the unemployment rate goes down, the need for skilled workers goes up. Nearly everyone who wants to work is working so companies are looking for people with specific skills as well as the maturity levels.

What is unique about my service? How do I know it's unique?

This workshop will target deaf high school students who know that college will not be in their future plans. Being deaf can be an additional barrier or obstacle to obtaining employment without a college degree.

How is this workshop unique compared to others? This workshop is geared to address the specific needs of a deaf person who wants to go directly into the workforce

without post-secondary education. Other school-to-work programs deal with the general population. This workshop will take into consideration the factors of deafness.

What will my service do for clients? What will it not do? What should it do for later and not for now?

This workshop will give the students the opportunity to see what is “hot” in the job market today. The workshop will expose the high school students to testing their likes and dislikes which can help them to identify what kind of job would suit them based on their personality. It will not guarantee the deaf high school student a job. This workshop will introduce, expose and present opportunities to the student. Students will leave the workshop with personalized materials that can be referenced in the future.

Why do I prefer this site to other possible sites?

Since this workshop is targeted to deaf high school students, the ideal place to present the workshop is in the school. Other sites may not have the same attendance, easy access or ability to participate for the high school students.

How will I gather clients?

Each school has a staff consisting of teachers for the Deaf, and offer guidance counselors who can be contacted to offer this workshop to their students. There are also several organizations such as the National Association of the Deaf and the Convention of American Instructors for the Deaf that can be contacted to request a listing of programs that have high school students.

By what kinds of Advertising?

Phone calls and flyers describing the workshop can be developed. There are also several on-line newsletters as well as publications such as the Silent News and Deaf Digest where advertisements can be placed.

Suggestions for Further Implementation/Revision

An evaluation could be administered one year after the workshop to after to the high school seniors who sought employment after graduation. This would help determine how effective the workshop was and if there is a need for additional information.

If a curriculum, closely designed like a vocational technical classroom, could be developed to specifically address the deaf students' needs would be another suggestion. As O'Brien stated, "The educational program for hearing-impaired students will need to incorporate work experiences, career exploration, and occupational education into the curriculum as a means of exposing the hearing-impaired student to work values."

(O'Brien, 1989)

SECTION V

General Project Product: Workshop Agenda

The workshop will take place once a week over a period of five weeks. The teachers will determine which day would be suitable to meet each week. The teachers can present the workshop themselves or if they prefer, I can present the workshop for them. Listed on the next page is the agenda for the workshop.

ALTERNATIVE CHOICES' WORKSHOP: Overview of Agenda

Week One

1. Presentation of general information: Introduction to the Process
2. Assignment: Answer five questions about the future
 - a. What is your favorite activity?
 - b. Would you like to make a job or career doing your favorite activity?
 - c. For how many years would you like to work?
 - d. Would you like to stay in this job for the rest of your life?
 - e. What other options are you interested in?

Week Two

1. Assessment of the assignment (Discussion of what the students wanted to do)
2. Present the Job Search booklets and work through them (handouts on guidelines)
3. Assignment: Students write their opinion about their assessment and the results from the booklets (max 1 page)

Week Three

1. Analysis of assessment assignment due
2. Presentation on Review of Jobs/Schools/Programs
3. Assignment: Students determine what they would like to do and go observe the job for one day. Students write about what they found during their observations.

Week Four

1. Students report on what they have found in regards to their potential job
2. Start a task development plan in class
3. Assignment: Complete their development plan on how they will achieve their jobs and skills that go with it

Week Five

1. Each student presents their plans to the class
2. Q and A session follows

ALTERNATIVE CHOICES' WORKSHOP: Detailed Agenda

LESSON PLAN # 1– Alternative Choices Workshop

WEEK ONE

TIME: One class period

DAY: Presenter's discretion

Class Activities:

- ◆ The students will be introduced to the idea of working upon graduation from high school.
- ◆ The presenter would ask the students what they think they would like to do or be in the future.
- ◆ There will be a discussion as to what the students think their future will look like once they graduate from high school.

Objectives:

- ◆ By having students answer questions about their future, the Presenter will know where the students are in terms of planning their future.

Performance Objectives:

- ◆ Students will think and respond to questions about their future after high school.
- ◆ Students will work with job booklets that describe their personality and job preference.
- ◆ Students will list famous people without college degrees and Presenter will add any additional people they know.

Materials:

Presenter:

- ◆ Class list, file for each student
- ◆ Marker/Eraser
- ◆ Presentation materials (power point disk, transparencies)
- ◆ Notes

Students:

- ◆ Notebook
- ◆ File for Workshop materials
- ◆ Pen/Pencil & paper

Presenter's Presentation:

***INTRODUCTION: (30 minutes)**

Presentation of general information: Introduction to the Process

Optional Introduction: You have graduated from high school! But college is not in your future plans, at least, not any time soon. You need to live, so you need to work in order to live. You may think that just getting a job should not be that hard, but think again.

Optional: Use the disk provided for the Power Point presentation

**Any additional comments are welcome as long as they pertain to the discussion of thinking of future plans.*

***CLASS DISCUSSION: (30 minutes)**

- After introduction is done, ask the students questions about their future.
- Ask around the room what they think they would like to be once they graduate from high school.
- Write positions onto transparency titled: "Desired Jobs." Also have the students write down their ideas on a piece of paper, to be kept in their files.
- Explain that the students should feel free to add any more ideas about what kinds of jobs they would like to do in the future. Please keep all their ideas (don't erase) on that one page and keep it inside their files. They will be able to look at it during the workshop.
- If there's time left, ask students if they know of any famous people (ie: Actors) who did not attend college after high school.
- Use transparency provided titled "Famous People without a College Degree" (some famous people could be: Peter Jennings, Rush Limbaugh)
- Be sure to emphasize the fact that those famous people have gotten where they are because of their unique skills to do their jobs. Not just because they did not go to college.

***REASSURANCE: (5 minutes)**

- After the class discussion, have students re-look at the paper where they wrote down what kind of jobs they wanted and see if they could add anything else to it.

*** HOMEWORK: (This will be written in the assigned space on the board.)**

- Answer five questions about the future
 1. What is your favorite activity?
 2. Would you like to make a job or career doing your favorite activity?
 3. For how many years would you like to work?
 4. Would you like to stay in this job for the rest of your life?
 5. What other options are you interested in?

Follow up:

- * With both the class discussion and the reassurance check-up, the presenter would see how the students are taking in the information.

Post lesson evaluation: (To be done after group is dismissed after each lesson)

- *Feel free to evaluate what occurred in the lesson for notes.

Transparency
Desired Jobs

Transparency

Famous People without a College Degree

Homework Assignment #1 – Due Next Week

NAME:

DATE:

Answer these five questions about your future. Be sure to answer each question with an explanation.

1. What is your favorite activity?

2. Would you like to make a job or career doing your favorite activity?

3. For how many years would you like to work?

4. Would you like to stay in this job for the rest of your life?

5. What other options are you interested in?

LESSON PLAN # 2– Alternative Choices Workshop

WEEK TWO

TIME: One class period

DAY: Presenter's discretion

Class Activities:

- ◆ The students will be asked to present the answers they had for the questions from last week's assignment.
- ◆ The presenter would also ask students just how long it took for them to answer those five questions.
- ◆ Discuss why they answered right away or why it took them so long to do so.
- ◆ Job Booklets will be handed out to the students to go through and do the activity.
- ◆ Directions will be explained on how to do the booklets.

Objectives:

- ◆ Presenter will discuss last week's homework assignment to see where the students stand on the information.
- ◆ Time the student's response to the questions to determine if the students knew what they wanted or not.

Performance Objectives:

- ◆ Students will be able to determine if they know what jobs they want by how fast they respond to the questions regarding what job they would like to do.
- ◆ Students will work with the job booklets to find out what their personalities are and what jobs will match their personalities.

Materials:

Presenter:

- ◆ Class list, file for each student
- ◆ Marker/Eraser
- ◆ Presentation materials (power point disk, transparencies)
- ◆ Job Booklets for each student
- ◆ Notes

Students:

- ◆ Notebook
- ◆ File for Workshop materials
- ◆ Pen/Pencil & paper
- ◆ Job booklets (The Career Game & Red Hot Jobs)
- ◆ Homework assignment

Presenter's Presentation:

***INTRODUCTION: (15 minutes)**

- Assessment of last week's assignment – hold a discussion regarding the students' answers to the questions.
- When all students have completed showing their answers, ask them why would a hobby or an interest be important to this workshop or to them? Derive answers from them and write them onto the blank transparencies.

**Any additional comments are welcome as long as they pertain to the discussion of thinking of future plans.*

***CLASS DISCUSSION: (Rest of class period)**

- Present the Job Search booklets and work through them
- Pass out the booklets to each student and proceed to read the directions when they're ready.
- Ask if the students comprehend and then move on to doing the activity.
- There are two books – one goes before the other – First is "The Career Game" and then second is "Red Hot Jobs: The fastest growing jobs between now and the year 2005."
- Go through the directions for the first book and go ahead with that activity.
- When students are done, then move onto the second booklet with directions first and then proceeding with the activity.

***REASSURANCE: (Last couple of minutes)**

- After the class activity, have students refer to the first booklet and see if all the answers are accurate before computing the scores in the second booklet

***HOMEWORK: (This will be written in the assigned space on the board.)**

- Assignment: Students write their opinion about their assessment and the results from the job booklets (max 1 page)

Follow up:

- * With both the class discussion and the reassurance check-up, the presenter would see how the students are taking in the information.

Post lesson evaluation: (To be done after group is dismissed after each lesson)

- *Feel free to evaluate what occurred in the lesson for notes.

Homework Assignment #2 – Due Next Week

NAME:

DATE:

Be sure to answer all questions and to provide an explanation with your answer.

Please write what your opinion was when you did the activity with the Job Booklets. What were the kinds of jobs that fit your personality? How did you feel when you “discovered” what they were? (Limit – One page)

LESSON PLAN # 3– Alternative Choices Workshop

WEEK THREE

TIME: One class period

DAY: Presenter's discretion

Class Activities:

- ◆ The students will be asked to present what the answers they had for the questions from last week's assignment.
- ◆ Go through all the selected jobs/schools/programs suggested to the students through the Job Booklets.
- ◆ Discuss each student's selection.

Objectives:

- ◆ Explain how the jobs/schools/programs are suggested training skills for those particular jobs
- ◆ Follow through on each student and ask students what they would need to do to do that job successfully
- ◆ Use the board to write down different skills for each job
- ◆ Ask students if they felt the Job Booklets accurately matched their personality

Performance Objectives:

- ◆ Students will voice their opinions about the Job Booklets in how they helped or did not help in determining what they wanted to do in employment.
- ◆ Students will learn how the jobs/schools/programs show the different skills that are needed and how to obtain them.
- ◆ Students will voice their decisions whether or not they would like to continue to stay with that job or to find something new.

Materials:

Presenter:

- ◆ Class list, file for each student
- ◆ Marker/Eraser
- ◆ Presentation materials (power point disk, transparencies)
- ◆ Job Booklets for each student
- ◆ Notes

Students:

- ◆ Notebook
- ◆ File for Workshop materials
- ◆ Pen/Pencil & paper
- ◆ Job booklets (The Career Game & Red Hot Jobs)
- ◆ Homework assignment

Presenter's Presentation:

***INTRODUCTION: (15 minutes)**

- Assessment of last week's assignment – hold a discussion regarding the students' answers to the questions.
- When all students have finished stating their answers, ask them if they felt the job booklets accurately analyzed them and what kind of jobs fit their personalities.

**Any additional comments are welcome as long as they pertain to the discussion of thinking of future plans.*

***CLASS DISCUSSION: (Rest of class period)**

- Presentation on Review of Jobs/Schools/Programs
- Take out the booklets
- Ask if the students comprehend and then move on to doing the activity.
- From each student, have them select one of the proposed jobs the booklet recommends.
- Ask the students what skills would one need to do that job effectively.
- Also ask where could they get the skills? Write these down on the board.

***REASSURANCE: (Last couple of minutes)**

- After the class activity, have students raise their hands if the booklets matched their personalities appropriately as well as not successful in doing so.

***HOMEWORK: (This will be written in the assigned space on the board.)**

- Assignment: Students determine which job they would like to do and go observe the job for one day. Students write about what they found during their observations.

Follow up:

- * With both the class discussion and the reassurance check-up, the presenter would see how the students are taking in the information.

Post lesson evaluation: (To be done after group is dismissed after each lesson)

- *Feel free to evaluate what occurred in the lesson for notes.

Homework Assignment #3 – Due Next Week

NAME:

DATE:

Pick a job that you would really like to do. A job you can see yourself doing when you graduate from High School. You will have the chance to go that particular place and observe (either for a few hours or a whole day) other people doing what you would like to do.

In a journal format, please write about what you saw on the job. What you liked, and disliked. Were the people nice? Could you still see yourself doing this job in the future?

LESSON PLAN # 4– Alternative Choices Workshop

WEEK FOUR

TIME: One class period

DAY: Presenter's discretion

Class Activities:

- ◆ Discussion of students' assignment from last week (observing jobs)
- ◆ Students give a brief description of what they saw at the job site.
- ◆ Question students if they feel differently or still want the same job.

Objectives:

- ◆ Presenter will lead the discussion on how the students observed their job sites last week.
- ◆ Ask the students if their feelings have changed towards the job and why.

Performance Objectives:

- ◆ Students will be able to discuss their experiences visiting the job sites.
- ◆ Students can voice their opinions and concerns about what they saw.
- ◆ Practice their skills in determining if that is what they want.

Materials:

Presenter:

- ◆ Class list, file for each student
- ◆ Marker/Eraser
- ◆ Presentation materials (power point disk, transparencies)
- ◆ Job Booklets for each student
- ◆ Notes

Students:

- ◆ Notebook
- ◆ File for Workshop materials
- ◆ Pen/Pencil & paper
- ◆ Job booklets (The Career Game & Red Hot Jobs)
- ◆ Homework assignment

Presenter's Presentation:

****INTRODUCTION: (30 minutes)***

-Assessment of last week's assignment – hold a discussion regarding the students' visits and observations from different job sites.

-Students report on what they have found in regards to their potential job.

-When all students have finished stating their answers, ask them if they felt any different towards the jobs they selected. Would they still do the job now that they know what it takes?

**Any additional comments are welcome as long as they pertain to the discussion of thinking of future plans.*

***CLASS DISCUSSION: (*Rest of class period*)**

- Start a task development plan in class
- Pass hand-outs that explains what a task development plan is.
- Go through each step, explaining to the students.

- Use examples as you go through each step
- If the students comprehend and then move on to doing the activity.

***REASSURANCE: (*Last couple of minutes*)**

- After the class activity, have students raise their hands if there are any questions regarding the task development plan.
- Ask students for each step of the plan in their own words. (ie: Sam says the first part, and Sue explains the second part)

***HOMEWORK: (This will be written in the assigned space on the board.)**

- Assignment: Complete their development plan on how they will achieve their jobs and skills that go with it

Follow up:

- * With both the class discussion and the reassurance check-up, the presenter would see how the students are taking in the information.

Post lesson evaluation: (To be done after group is dismissed after each lesson)

- *Feel free to evaluate what occurred in the lesson for notes.

Task Development Plan

Steps for Students Seeking Employment:

#1 – Which Job?

Make sure you are interested in doing this job for a long period of time.

#2 – Job Skills.

With your job booklets, you know what kinds of skills will be needed to do the job. Do you have the skills to do the job now? What would you need to do to be ready for this job?

#3 – Job Search.

Now that you have decided what job to take, find out where this kind of job is available. (Location in town, how far/near is it from you)

#4 – Transportation to Job.

Now you know where the job is located, would you have the transportation needed to get to work on a daily basis? If not, how else can you get to your job?

#5 – Commitment to Job.

With everything set, are you willing to promise yourself to this job for a long period of time? Can you handle the responsibility that comes with the job? (Showing up on time, doing your job effectively, working with others when needed?) Rate yourself on a scale from 1 to 5 about how ready you are for this job.

1 -----3-----5
Not Ready Ready Very Ready

Homework Assignment #4 – Due Next Week

NAME:

DATE:

Following the Task Development Plan format, create your own Plan. Use the handout in class to help you set up the plans. Remember, you need to show how you will achieve in getting the job you want and the skills that go with it.

LESSON PLAN #5 – Alternative Choices Workshop

WEEK FIVE

TIME: Flexible – can take more than one class period

DAY: Presenter's discretion

Class Activities:

- ◆ The students will be asked to present their Task Development Plan.
- ◆ Students and Faculty can have a Question & Answer session after all the presentations.

Objectives:

- ◆ Presenter will set up the room for presentations.
- ◆ Will announce the order of the students' presentations and then ask students to start their presentations

Performance Objectives:

- ◆ Students will be able to use their public speaking skills in presenting their Plans.
- ◆ Students will announce the process of how they will seek employment in the job field they want to work in after graduation.

Materials:

Presenter:

- ◆ Class list, file for each student
- ◆ Marker/Eraser
- ◆ Presentation materials (power point disk, transparencies)
- ◆ Job Booklets for each student
- ◆ Notes

Students:

- ◆ Notebook
- ◆ File for Workshop materials
- ◆ Pen/Pencil & paper
- ◆ Job booklets (The Career Game & Red Hot Jobs)
- ◆ Task Development Plans

Presenter's Presentation:

****INTRODUCTION:(Majority of the class period)***

-Students present their Task Development plans to the class

**Any additional comments are welcome as long as they pertain to the discussion of thinking of future plans.*

***CLASS DISCUSSION: (15 minutes)**

- Q and A session follows
- Students can address questions and answers in a orderly fashion.

***REASSURANCE: (Last couple of minutes)**

- Ask the students what they need to do in order to get a job. They should be able to answer with the information that was discussed in the workshop.

***HOMEWORK:** (This will be written in the assigned space on the board.)

- Assignment: FIND A JOB!

Follow up:

***PASS OUT EVALUATIONS TO STUDENTS AND
TEACHERS/COUNSELORS/PRESENTERS of this workshop**

- * Collect the evaluations and judge the quality of the workshop and report back to the Workshop President, Angela Laguardia

STUDENTS:
Workshop Evaluation

1. Did you feel like you have learned something new about finding a job from this Workshop?

2. Do you feel more comfortable in finding a job now?

3. What did you enjoy the most during the Workshop?

4. If you had the chance to change anything in the Workshop, what would it be?

FACULTY:
Workshop Evaluation

1. As faculty members who worked closely with these students, could you see that the students were learning new things from this Workshop? (Based on your knowledge of the students' educational background)

2. Were the materials deemed appropriate for the students' levels?

3. If you had the chance to change anything in this Workshop, what would it be?

4. What would be an appropriate follow-up to this Workshop?

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